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ABSTRACT

The Grand Haven (Michigan) Senior High School Guidance Department was selected as one of five school systems in Michigan to help produce a guidance model for the state. The Grand Haven project was limited to the high school, grades 10-12. The mandate from the state was to study the program, improve it in some areas, and then to disseminate and display what is going on in the Grand Haven system to other school districts in the state. This model briefly describes the total program, and presents specific goals of the program together with activities, forms and worksheets. (Author/CKJ)

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A MODEL OF GRAND HAVEN GUIDANCE AND COUNSELING SERVICES FINAL REPORT: SUBMITTED - AUGUST 8, 1975

ESEA TITLE III
GUIDANCE AND COUNSELING PROJECT
MICHIGAN DEPARTMENT OF EDUCATION

GRAND HAVEN SENIOR HIGH SCHOOL
GUIDANCE AND COUNSELING STAFF:

EUGENE ROTHI - DIRECTOR OF GUIDANCE
ROBERT BRINKERT
CALVIN BRONDYKE - PROJECT DIRECTOR
MERIEM ELWELL
ROBERT FOUTZ
DAVID OEGEMA, PH. D

GRAND HAVEN PUBLIC SCHOOLS
734 PARK STREET
GRAND HAVEN, MICHIGAN 49417

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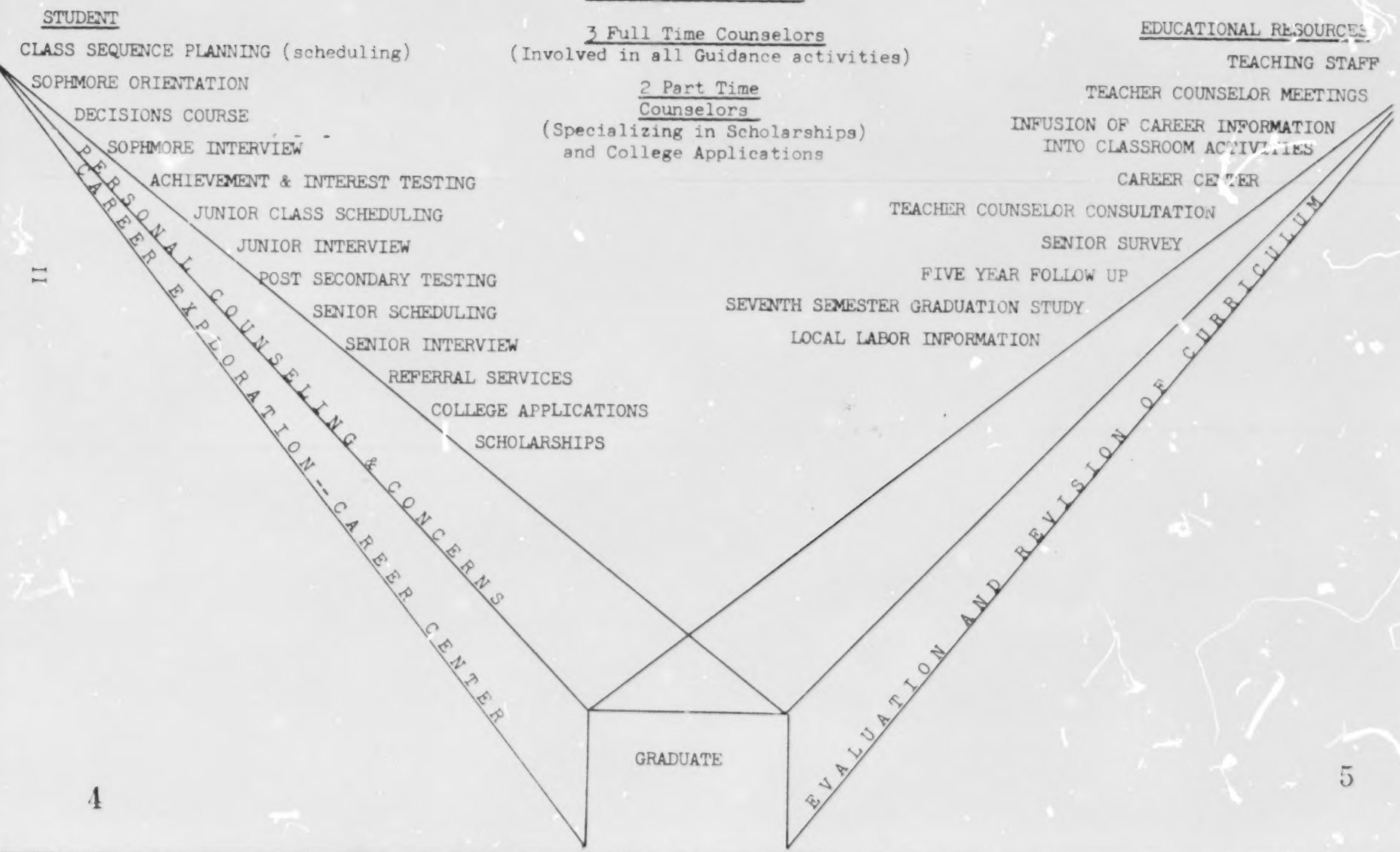
GRAND HAVEN GUIDANCE MODEL

In September 1974 the Grand Haven Senior High School Guidance Department was selected as one of five school systems in the State to help produce a Guidance model for the State of Michigan. The Grand Haven project was limited to the high school, grades 10-12. The mandate from the State was to study our program, improve it in some areas, and then to disseminate and display what is going on in the Grand Haven system with other school districts in the State of Michigan.

The following pages will give a very brief outline of the Grand Haven Senior High School Guidance Program.

GRAND HAVEN SENIOR HIGH SCHOOL
GUIDANCE MODEL



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These are the goals of the Grand Haven Senior High School Guidance Department:

1. To maintain physical and psychological conditions that aid in good rapport and communications between counselors, teachers and students

2. To help students learn about the process of alternate choices of behavior and become skillful, independent decision-makers

3. To help students to a better self-understanding which will enable them to cope effectively with their environment

4. To make the guidance services readily available to all students

5. To maintain complete recent educational and vocational information

6. To assist in making the school fit the needs of students.

Grand Haven Senior High School Counseling Department

Facilities

Our facilities consist of six individual counseling offices, a reception room-office, a group counseling room, and the career center. In the hallway adjacent to the entrance to the counseling reception room are bulletin boards which are used for career posters and opportunities, post high school information, scholarship information, testing dates, and other items related to the counseling services. Across the hallway from the individual counseling offices is a large career center which contains material relating to the world of work.

Staff

Our staff consists of the Director of Guidance; three full-time counselors; and two part-time counselors, each of the latter teaching two hours in the business education department. Our office staff has one full-time secretary and a career center aide.

Program

Our counseling services include guidance in the following areas:

Educational Planning

Provided through -

1. Description of all classes through a Course Selection Guide
2. Cooperation with each department in the planning of class content and course sequence
3. Availability of counselors at all hours throughout the day to assist students
4. Maintenance of up-to-date student records
5. Meeting with each student throughout the year to plan his high school program
6. Cooperation with the English department in using the results of the Gates-MacGinite Reading Test
7. Orientation for 9th grade students on high school programs

Career Exploration

Provided through -

1. Establishment of a Career Room
2. VIEW materials containing descriptions of over 500 occupations in an easily understood form
3. Decisions class for all sophomores, teaching students how to reach appropriate conclusions based on information and facts
4. Results from the Ohio Vocational Interest Survey for all sophomores enabling the early identification of key vocational areas
5. Numerous pamphlets and guides for careers ranging from apprenticeships to information on zoology

College Information

Provided through -

1. Individual interview with each senior prior to Thanksgiving to analyse future educational plans
2. Administration of SAT and ACT exams
3. Catalogs of most Michigan colleges as well as key colleges throughout the United States
4. Extensive use of college personnel to meet and describe selected college programs
5. Processing of college applications
6. Scholarship and financial aid information

Personal Counseling

Provided through -

1. Assigning sophomore students to specific counselors, and within three years having all students assigned to specific counselors
2. Posted counselor times
3. Confidential student-counselor interactions dealing with personal problems that interfere with school performance
4. Close contact with public health services
5. Making use of referral sources for concerns outside the school's domain

Evaluation of Program and Delivery System

As a result of looking at our goals, talking with the students, and looking at the results of our research we feel that we have improved our delivery system of services to the students. We feel that with the addition of our Career Center and the increased contact with parents by means of the interview forms, we are coming as close as possible to reaching our stated goals.

GOAL # 1 THE DEVELOPMENT OF AN AWARENESS OF SELF AND OTHERS

OBJECTIVE: The objective of the Guidance Department is to talk or interview every student at least once during the school year, discussing with them their record, present schedule, career information and future plans, and any additional concerns or personal problems identified by students.

Description of Planned Program

As a part of our guidance program each student, starting with seniors, then sophomores, then juniors is interviewed by a counselor. A written form signed by both the counselor and the counselee is completed. The content of each interview centers on:

a. present program in school
b. educational plans
c. vocational plans
d. social development
e. any areas where the counselor may advise on personal growth for the individual.

The forms are in triplicate and each student receives a copy, the parents receive a copy and the school keeps a copy.

In addition to the interviews each senior is given a Senior Handbook that covers the procedures they should check over both in their senior year and when they enter the world of work.

GRAND HAVEN SENIOR HIGH SCHOOL

SOPHOMORE INTERVIEW

PRINT NAME _____ _____ _____
First Middle Last

ADDRESS _____
Street City

HIGH SCHOOL CREDIT RECORD

Grade	Credits
9th Completed	
10th Completed	
10th Planned	
11th Planned	
12th Planned	
Total 10-12	
Total 9-12	

Required Courses Grades 10-12	
Social Studies	2½
English	2½
Math/Sci (9-12)	1
Phys. Ed.	1
12 Credits Minimum	
16 Credits Minimum	

Current Grade Point Average: _____

Vocational Plans: _____

Post-Secondary Education Plans: _____

Extra-Curricular Activities: _____

Employment _____ Hrs/Week _____

ADDITIONAL AVAILABLE INFORMATION

Aptitude Tests

DAT _____

ASVATB _____

Others _____

Achievement Tests

Gates Reading _____

Others _____

Interest Surveys

OVIS _____

Kuder _____

Others _____

Current 10th Grade Program

1st Semester	2nd Semester

Proposed 11th Grade Program

1st Semester	2nd Semester

Proposed 12th Grade Program

1st Semester	2nd Semester

COMMENTS _____

Counselor _____
Signature

Date _____

Student _____
Signature

GRAND HAVEN SENIOR HIGH SCHOOL

JUNIOR INTERVIEW

PRINT NAME _____ (First) _____ (Middle) _____ (Last)

ADDRESS _____ (Street) _____ (City)

HIGH SCHOOL CREDIT RECORD

Grade	Credits
9th Completed	
10th Completed	
11th Completed	
11th Planned	
12th Planned	
Total 10-12	
Total 9-12	

Required Courses Grades 10-12	
Social Studies	2½
English	2½
Math/Sci (9-12)	1
Phys. Ed.	1
12 Credits Minimum	
16 Credits Minimum	

Current Grade Point Average:

Vocational Plans: _____

Post-Secondary Education Plans: _____

Extra-Curricular Activities: _____

Employment _____

Hours per Week _____

ADDITIONAL AVAILABLE INFORMATION

Aptitude Tests

DAT _____

ASVATB _____

Others _____

Achievement Tests

Gates Reading _____

Stanford Read _____

ACT _____

SAT _____

Others _____

Interest Surveys

OVIS _____

Kuder _____

Others _____

COMPLETED 10th GRADE PROGRAM

1st Semester	2nd Semester

CURRENT 11th GRADE PROGRAM

1st Semester	2nd Semester

PROPOSED 12th GRADE PROGRAM

1st Semester	2nd Semester

Comments _____

Counselor _____ (Signature)

Date _____

Student _____ (Signature)

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GRAND HAVEN SENIOR HIGH SCHOOL

SENIOR INTERVIEW

DATE _____ STUDENT _____

Graduation Date: January June 19___

HIGH SCHOOL CREDIT RECORD

Total Credits Earned		Required Graduation Credits 10-12				
				Credit Earned	Credit Needed	
9th	_____	Required Courses				
10th	_____	Social Studies	2½	_____	_____	US Hist___ US Govt___
11th	_____	English	2½	_____	_____	Speech___
Total 10-11	_____	Math/Sci (9-12)	1	_____	_____	
Planned 12th	_____	Phys. Ed.	1	_____	_____	
Total 10-12	_____	12 Credits Minimum				
Total 9-12	_____	16 Credits Minimum				

List courses being taken for credit this year

First Semester	Second Semester

COMMENTS: _____

_____

_____

DATE _____ Counselor _____

LAST

MIDDLE

FIRST

PRINT formal given name as it is to appear on the diploma

OK for graduation

See comments

Will not graduate

INTRODUCTION

This booklet in intended to provide information for seniors and parents of seniors that will help people make decisions regarding their post-high school life.

Lists of financial aid, scholarships, registration dates, and deadline dates for making various applications are all available in the counseling offices and the career center. Make use of the extensive vocational and educational materials that are in these fine facilities.

Counselors and counseling office services are there for your use. If we don't have the information on hand that you want we will make every effort to get it for you. We wish you every success in this, your senior year, and may it be a most rewarding and enjoyable one.

Gene Rothi
Director of Guidance

IMPORTANT

SENIOR 1974 - 1975

INFORMATION

TO: SENIOR CLASS MEMBERS

FROM: Guidance Department
Gene Rothi, Director
Guidance and Counseling
Grand Haven Public Schools

COUNSELING STAFF:

Mrs. Elwell
Mr. Brinkert
Mr. Brondyke
Mr. Foutz
Mr. Rothi

SO YOU ARE GOING RIGHT TO WORK AFTER GRADUATION -

HAVE YOU:

1. Secured your Social Security number?
2. Seen your counselor about job opportunities?
3. Had your senior interview to double check graduation requirements?
4. Had some work experience?
5. Learned some skills you can sell an employer?
6. Prepared your self for a job interview?
7. Investigated jobs available through various Civil Service agencies?
8. Registered with Michigan Employment Securities Commission?
9. Considered a part-time training program leading to full-time employment after graduation?
10. Looked into work study programs?
11. Made any contacts to get into an apprenticeship?
12. Had any practice filling out application forms?
13. Established a good record of conduct, attendance, punctuality?
14. Learned to get along with others?
15. Approached people to see if they would serve as reference for you?
16. Shown your appreciation by thanking them if answer to #15 is "yes"?
17. Explored possibilities of post-high school vocational-technical training?
18. Taken advantage of tests available to learn your aptitudes, abilities and interests?
19. Placed your name on lists for free tests such as: Armed Forces, GAT-B and others?
20. Secured extra copies of your birth certificate?
21. Learned the importance of responsibility, dependability and accuracy necessary to all jobs?
22. Made use of the Career Center and it extensive materials.
23. Identified at least 3 occupational areas you might be interested in and feel you have the aptitude for.

REMEMBER: Your attendance record is one of the most significant items checked by employers when you apply for work. It is also directly related to success in school.

TRAINING OPPORTUNITIES AFTER GRADUATION

There will be a number of Grand Haven High School graduates who will not choose to enter college upon graduation. Among this number will be some who marry, enter one of the branches of the military service for further training, or enter immediately some area of employment.

There are also many types of post-high school training opportunities that are both rich and rewarding.

A tremendous variety of apprenticeship programs are available in this area of the country. Applications can be made through the office of Director of Vocational Education at Muskegon County Community College or the Grand Haven Vocational and Adult Education office.

The Apprentice Program includes:

- Carpentry
- Bricklaying
- Drafting
- Electric Motor Repair
- Electricity
- Iron Work
- Machine Work
- Pattern Making
- Plumbing & Steamfitting
- Sheet Metal
- Tool & Die

Over 50 trade schools in Michigan and more throughout the country offer:

- Air Conditioning
- Airline Training
- Auto Mechanics
- Barbering
- Cosmetology
- Commercial Art
- Die Design
- Fashion Merchandising
- Interior Design
- Landscaping
- Meatcutting
- Real Estate
- Systems Design
- Truck Driver
- Welding
- Also many others

Technical institutes in Michigan and nearby states offer programs ranging from 6 months to 3 years in:

- Computer Programming
- Data Processing
- Electrical Technology
- Engineering Technology
- I.B.M. Operation
- Radio & TV
- Also many others

Muskegon Community College offers programs in the technical, vocational, business, and semi-professional areas. Included are:

- Accounting
- Automotive Technology
- Cast Metal Technology
- Chemical Technology
- Clerical Training
- Data Processing
- Dental Assistant
- Distribution & Sales
- Drafting Technology
- Electronic Data Processing
- Electronics Technology
- Graphic Reproduction
- Industrial Engineering Tech.
- Library Technology
- Machine Technology
- Marketing & Middle-Mngt.
- Metalallurgical Technician
- Practical Nursing
- Recordkeeping & Accounting
- Secretarial Training

Ferris State College in Big Rapids, Michigan, offers a wide variety of industrial and technical courses in the Trade and Industrail Division and Collegiate Technical Division. Following are just a few of the programs offered.

Trade and Industrial Division provides training in areas in the industrial field which require training beyond high school but less than four years of college:

- Architectural Drafting
- Auto Body Repair & Painting
- Auto Machine Shop
- Automotive Service
- Graphic Reproduction Tech.
- Heavy Equipment & Diesel Repair
- Machine Tool
- Printing
- Printing Mngt. & Supervision
- Radio-TV Service
- Color TV, Refrigeration, Heating & Air Conditioning
- Technical Drafting & Tool Design
- Transmitter Service
- Welding
- Social Service Technician

Collegiate Technical Division: The role of the technician is between that of the skilled worker and of the professional. The professional finds he needs a great variety of assistants. These assistants are the technicians.

CAREER FIELDS:

- Building Const. Technician
- Commercial Art Technician
- Cosmetology
- Dental Assistant
- Dental Hygiene
- Dental Lab Technology
- Electrical Power Tech.
- Environmental Health
- Food Service Supervision
- Environmental Sanitation
- Highway Technology
- Industrial Chemistry Tech.
- Industrial Electronics Tech.
- Industrial Production Tech.
- Library Technician
- Medical Assistant
- Optical Tech. (Opthalnic)
- Radiologic (X-Ray) Tech.
- Surveying & Topographical Drafting Technician
- Technical Illustration
- Home Life Career

For further information on training opportunities of this type, contact your counselor.

The Department of Education has requested that all seniors be informed of the fact that under Michigan law, represtntatives of private business, trade, and correspondence schools must secure a SOLICITOR'S PERMIT before they can call on you to solicit your enrollment.

Counselors can show you what the solicitor's Permit looks like. Some things to keep in mind when talking to these representatives are:

(1) Authorization to solicit does NOT mean recommendation or accreditation of the school by the Department of Education.

(2) Do not talk to a representative who cannot show a Solicitor's Permit.

(3) Interviews should take place in school or at home with your parents present.

(4) Read the contract carefully. Usually you cannot get your money back if you decide not to attend.

(5) Sometimes representatives make promises or statements that are not contained in the contract and are not honored by the school.

(6) Visit the school, if possible, or ask for names and addresses of graduates and check with them. Do not sign any papers before you have thoroughly checked out the school.

SO YOU ARE GOING ON TO SCHOOL -

HAVE YOU:

1. Completed your senior interview card?
2. Secured your Social Security number for school and work records?
3. Consulted your counselor about college applications?
4. Studied the school's catalogs carefully?
5. Checked the requirements carefully of the school you plan to apply to?
   (a) Your grade average 9-12
   (b) Subjects needed
   (c) Entrance exams such as: CEEB, ACT, Michigan Competitive Scholarships, NMSQT and others.
6. Checked the dates these tests will be administered in Grand Haven High School as well as application deadlines? (See schedule at end of this section.)
7. Investigated college costs?
8. Found out about scholarships, loans and grants-in-aid?
9. Completed Parent Confidential Statement if required?
10. Completed application forms?
11. Had some practice with interviews and the filling out of application forms.
12. Learned the importance of responsioility, dependability and accuracy necessary to all jobs?
13. Established a good record of conduct, attendance and punctuality?
14. Learned to get along with others?
15. Talked to your parents about you plans?
16. After carefully filling out your college application, turned it in to the office for completion and mailing?
17. Visited the campus?
18. Had an interview at the school?
19. Asked people if they would serve as references for you?
20. Thanked people who have given reference for you?
21. Obtained extra copies of your birth certificate?
22. Repeat - Conferred with your counselor to determine your eligibility for a scholarship or loan and followed through on all necessary steps with your parents to meet required deadlines?

TESTS DATES

CEEB
(College Board Test)

Registration Deadline	Test Date	
September 19, 1975	October 11, 1975	(SAT Only)
September 26, 1975	November 1, 1975	(SAT + ACH)
October 31, 1975	December 6, 1975	(SAT + ACH)
December 19, 1975	January 24, 1976	(SAT + ACH)
February 27, 1976	April 3, 1976	(SAT + ACH)
April 30, 1976	June 5, 1976	(SAT + ACH)

ACT

Registration Deadline	Test Date
September 22, 1975*	October 18, 1975*
November 17, 1975	December 13, 1975
January 19, 1976	February 14, 1976
March 15, 1976*	April 10, 1976*
May 17, 1976	June 12, 1976*

If seniors did not take ACT on either April or June dates of 1975 you must take the ACT on the October test date if you are interested in the Michigan Competitive Scholarship Test.

MICHIGAN COMPETITIVE SCHOLARSHIP (ACT Test)

* October 18, 1975

(Any senior planning post-high school education should take the Michigan Competitive Scholarship Test if you have not already done so.)

CLOSING DATES FOR ROTC APPLICATIONS

Navy - Marine Corps ROTC

October 18, 1975 - Last date to take ACT

November 1, 1975 - Last date to take SAT

November 15, 1975 - Deadline for applications

Army ROTC

December 30, 1975 - Deadline for application

Air Force ROTC

November 14, 1975 - Deadline for application

PSAT/NMSQT

*October 25, 1975

ARMED SERVICE VOCATIONAL APTITUDE TEST BATTERY

* October 29, 1975

KRUDER INTEREST SURVEY

(Available by appointment in counseling office.)

* Denotes dates tests will be offered in Grand Haven.
Check with counseling office for locations on other dates.

DEADLINES FOR CERTAIN LOCAL SCHOLARSHIPS

Armstead - April 1, 1976

Free Bed Guild - April 1, 1976

Grand Haven Education Association - May 1, 1976

Grand Haven Woman's Club - April 1, 1976

Jaycees - April 1, 1976

Key Club - May 1, 1976

Merwin Memorial - May 1, 1976

V.F.W. - April 1, 1976

SCHOLARSHIP INFORMATION

There are many financial aid programs for all types of post-secondary education available to students. Basically they are of four types: Grants in Aid, Scholarships, Loans, and Work-Study Opportunities.

Individual scholarship programs are too numerous to mention in this booklet but aid resources can be found in four general source areas:

1. The student's chosen school
2. Michigan Department of Education
3. The Grand Haven area programs
4. Various governmental agencies

The Counseling Department will make every effort to keep students posted on scholarships and application deadlines and procedures through bulletin board notices, daily announcements, newspaper releases and radio programs. It is the students responsibility to act upon this information. A great deal of information is available in the counseling office and counselors will make every effort to assist students in this matter.

When making application for scholarship assistance students are reminded they usually have deadlines to meet and when turning in applications they should be placed in the hands of the person next in line for processing the application and not left laying on someone's desk or depending on chance that the application will end up in the right place.

NOTE: Read directions carefully on all applications and forms and be very careful in filling in blanks with code numbers. Be sure you are using the correct code numbers. Inaccurate information may cause delays and has resulted in failure to qualify for financial assistance.

FOR THE COLLEGE BOUND

"As the number of people involved in the nation's educational system has increased, so has there been rise in concern about decisions affecting college plans. Recent developments have placed heavy burdens upon secondary school personnel and families faced with the responsibility of counseling and guiding college bound students, and upon the students themselves, who are the final arbiter."* It is with this thought in mind that these pages have been developed. Only the most generally pertinent facts are presented. Students and parents are urged to consult college catalogues for specific information pertaining to particular colleges. Conferring with your counselor is recommended.

READ VERY CAREFULLY

"Don't go to college or even apply for admission if:

1. Being qualified is your only reason for attending
2. You are not entering with joy, zest, and alacrity.
3. You have little concern for the well-being of your fellow man.
4. You think only of what you have to gain by entering.
5. You lack the intelligence to use the knowledge you accumulate from your studies.
6. You cannot survive the shift from being educated to learning.
7. You have not mastered the art of communication which is the foundation for learning.
8. Thinking is an unpleasant experience for you.
9. You are not willing to work."

Christopher Buerckel
Editor, College Blue Book

*Wing, Clifford, Pres., Association of College Admission Counselors

Your senior year is a most important one for college preparation. Don't allow a let-down in your studies. Many schools withhold final acceptance until they have received 8th semester grades.

You should be spending the next several weeks by continuing to look into the different types of colleges. After careful consideration and investigation, apply to the college(s) of your choice, preferably before Christmas, definitely before the close of the firts semester.

COLLEGE CATALOGUES

A supply of college catalogues is available in the Counseling Office. They are available for student use at any time. They may be checked out for over-night use.

Students are urged to write directly to the college of their choice for informational materials on admissions, housing, and financial aids.

Catalogues for the following Michigan Colleges and Universities are available in the Counseling Office:

College or University	City
Adrian	Adrian
Albior	Albior
Alma	Alma
Alpena Community	Alpena
Andrews	Berrien Springs
Aquinas	Grand Rapids
Bay De Noc Community	Escanaba
Bronson Methodist Hospital	Kalamazoo
Calvin	Grand Rapids
Cleary Business	Ypsilanti
Central Michigan	Mt. Pleasant
Concordia Luthern Junior	Ann Arbor
Davenport Business	Grand Rapids
De Lima Junior	Oxford
Delta	University Center, Saginaw and Midland
Detroit Business	Detroit
Detroit Inst/Tech	Detroit
Detroit U/of	Detroit
Eastern Michigan	Ypsilanti
Ferris State	Big Rapids
General Motors Inst	Flint
Genessee Community	Flint
Glen Oaks Community	Centreville
Gogebic Community	Ironwood
Grand Rapids Baptist	Grand Rapids
Grand Rapids Bible	Grand Rapids
Grand Rapids Junior	Grand Rapids
Grand Valley State	Allendale
Hillsdale	Hillsdale
Hope	Holland
Interlochen Arts	Interlochen
Jackson Community	Jackson County
Kalamazoo	Kalamazoo
Kellogg Community	Battle Creek
Kendall School/Design	Grand Rapids
Kirkland Community	Roscommon
Lake Michigan	Benton Harbor

Colleges or Universities (Continued)

College or University	City
Lake Superior	Sault Saint Marie
Lawrence Inst/Tech	Southfield
Mackinac	Mackinac Island
Macomb County Community	Mt. Clemens
Marygrove	Detroit
Mercy	Detroit
Michigan Christian	Rochester
Michigan State	East Lansing
Michigan Tech	Houghton
Michigan U/of	Ann Arbor
Monroe County Community	Monroe
Montcalm Community	Sidney
Muskegon Business	Muskegon
Nazareth	Kalamazoo
North Central Michigan	Petosky
Northern Michigan	Marquette
Northwestern Michigan	Traverse City
Northwood Inst	Midland
Oakland Community	Bloomfield Hills
Oakland University	Detroit
Olivet	Olivet
Saginaw Valley	University Center
Schoolcraft	Livonia
Siena Heights	Adrian
Southwestern Michigan	Dowagiac
Spring Arbor	Spring Arbor
St. Clair Community	Port Huron
Washtenaw Community	Ann Arbor
Wayne State	Detroit
West Shore Community	Scottville
Western Michigan	Kalamazoo

Information regarding several hundred out-of-state colleges and universities is also available in the Counseling Office.

APPLICATION FORMS AND PROCEDURE

A supply of applications to most Michigan Colleges and out-of-state colleges is available in the counseling office. Applications can also be obtained by writing to the colleges of your choice.

College applications are now being processed. The following procedure is used:

1. Student presents completed application to courselor. Application fee should be attach if required. Please use personal check or money order. Cash cannot be accepted.

NOTE: Before completing application, study it carefully. Fill it out neatly, accurately, and completely. Ask your counselor for help if you need it. Most colleges require an autobiographical section - your interests, reasons for going to college, etc. Schools require this to check on your ability to write, think, to express yourself, and to organize your thoughts. Plan your comments carefully. Write it out beforehand and transfer it to the application only after it is letter perfect. Remember - the college gets an impression of YOU from your application. Make it a good one!

2. Record of grades and credits is photocopied and attached to the application by the Registrar.

3. The Counselor completes the Counselors Recommendation Form and supplies other necessary data required in the application.

4. The Principal completes the Official Recommendation Form and any comments required.

5. The application packet is assembled, checked, and mailed to the college.

Please note: Early application is encouraged. We connot promise that applications received after December 5 will be processed before the Christmas Holidays.

ACCEPTANCE OR ????

Colleges choose their students. This a change from the day when the students chose their college.

Getting into a college does not depend on a single factor but on a combination of factors. They are:

A. Your total high school record - marks, activities and school citizenship.

B. Your rank in class - where you stand in relation to other members of your class. All grades count in this.

C. Your test scores - I.Q. Tests, Achievement Tests, Aptitude Tests, or national tests such as the College Boards, National Merit Scholarship Qualifying Tests or American College Test. These indicate your academic potential only.

D. Your choice of study in high school - that is, taking courses required by that particular college, and following the college preparatory curriculum.

E. The recommendation and comments of your school officials on your application, and the comments from your letter of references, if required.

F. The kind of college you choose. (Play in your own league.) Colleges do students a favor when they reject some students.

G. Money or finances available to finish school.

H. Eighth semester grades are important and will have to be furnished to the college after graduation. Don't let up on school performance.

Acceptance - Notification

A. Some schools have a "rolling admission policy" like Michigan State. This means that your application is processed as it comes in. Other schools have committees which meet periodically to process groups of applications.

B. If grades are superior some schools will accept you as soon as your application is approved.

C. Most schools give tentative acceptance on receipt of seventh semester grades.

D. Tentative acceptance is considered if final grades can compare with previous ones.

E. Most schools withhold definite acceptance on average students until receipt of eighth semester grades.

F. Final acceptance for most applicants is usually in the late spring.

G. Scholarship winners are usually notified by May 15.

H. When you receive housing information, etc., consider yourself in.

EDUCATION BEYOND HIGH SCHOOL - TYPES OF SCHOOLS

1. The College

A college is an institution usually requiring graduation from a standand secondary school for admission. It offers a four-year curriculum leading to the bachelor's degree in arts or science which qualifies a student to go to a graduate school of recognized standing.

2. The University

The university in the United States may be defined as an educational institution comprising an undergraduate college of liberal arts and sciences, professional schools, and a graduate college or school which provides programs for study and research beyond the levels of the baccalaureate and first professional degree.

However, the term "university" is used rather loosely and may refer to schools of business or law; colleges of liberal arts is usually taken for granted. On the other hand, there are many institutions which, though they conduct graduate studies and confer advanced degrees, are not called "universities".

3. The Cooperative College or University

A cooperative institution is one which offers the student the opportunity to combine college level work with periodic employment in the field of the student's specialization. The college usually makes the arrangements with business or industrial concerns for the part-time work experience of the student. Alternate periods of study on the college campus and employment in business or industry enable the student to obtain practical on-the-job experience and to earn while he learns. This cooperative plan usually increases the college course to five years.

4. The Technological Institution

The school of technology offers intensive training in engineering and other scientific fields. The undergraduate course may comprise four or five years of study depending on the graduation requirements of the individual institutions.

Within recent years liberal arts colleges have made arrangements with the various technological colleges for five-year combination programs. In this plan the student undertakes a three-year pre-engineering course in the college of liberal arts and then upon recommendation, transfers to the technological school for two years of concentrated study in one of the engineering fields. At the successful conclusion of the fifth year, the student receives bachelor's degrees from both institutions.

5. The Junior Community College

The junior college is an institution offering two years of collegiate training beyond high school graduation. Its aims are to provide preparation for thise not seeking a bachelor's degree from a college or university, or specialized training of a terminal nature for specific occupations.

The junior college plays an important role in terminal training of high school graduates for the semi-professional occupationa in commercial, agriculture, secretarial, homemaking, and many other fields.

Students undertaking junior college work iwth the intention of transferring to a college or university should exercise extreme care in the selection of parallel courses so that no difficulty will arise in the transfer of credits. It is wise to contact the admissions office of the college or university to secure exact information regarding the junior college course to be pursued.

6. The Technical Institute

Technical schools or institutes offer one or two year terminal courses in technical training based upon principles of science and mathematics. Entrance requirements and the range of subjects covered are similar to the degree granting engineering institution. The curricula are intensive, with emphasis on practical processes and performances in mathematics and physics. These schools train individuals for engineering work in elementary design, and for operation or maintenance of radio, television, or aernautical equipment. It is said that industry requires five or eix technicians for each professional engineer.

7. The Business School

Private business schools, sometimes called "colleges" offer courses of varying length in stenographic and secretarial work, accounting, business admenistration, and so forth. Training in business or commercial schools is not college level work and results in certificate of completion at the conclusion of the prescribed course.

8. The Career School

A definition of so-called "career schools" is rather difficult one. This type of post high school training is non-college and in most cases is not college preparatory. Rather, schools of this general classification may be referred to as non-college professional schools which give highly specialized training for a specific career. Schools of music, art, design, dramatics, pgotography, sculpture, etc., are examples of types of schools which are not college grade but which prepare for semi-professional careers.

9. The Trade School

The trade school is a privately operated institution designed to offer organized training in all phases of industrial operations. It is the purpose of trade schools to teach young men and women such mechanical trades or handicrafts as may be suited to their individual capabilities.

The person who desires to become a skilled artisan should posess some qualities of precision workmanship, manual dexterity, eye-hand coordination, memory for details, spatial perception, visual discrimination, judgement of speed and motion.

Many companies operate their own training programs because nearly all manufacturing processes have their own special methods of procedures. Wages are paid during the training period, and workers are usually assured regular employment upon successful completion of the course.

It is will to keep in mind that both the professional man who is a college graduate and the master craftsman amke essential contributions to American society and out "way of life". Both are vital, both are highly trained and skilled, each deserving the respect of the other.

10. Apprentice Training

Apprenticeship is very effective training for certain occupations. The training periods, which are usually two to six years in length, comprise highly specialized instruction in such occupations as photography, mechanics, carpentry, electronics, printing, instrument making, metal work, optical grinding, plastering, bricklaying, plumbing. Apprenticeship training is a contractual arrangement between the employer and the young person, in which the latter receives specialized training under the direction of the master craftsman and is paid wages while doing so. Such training is under the supervision of the U.S. Department of Labor and, in unionized plants, is regulated by the labor union.

11. The Correspondence Course

Home study of correspondence courses are not intended to supplant but rather to supplement high school and college training. Among the various groups which could most obviously profit by home study are the following

1. Ambitious youn men and women who must be employed but desire to continue their education.
2. Employed men and women who need additional technical or specific training in their jobs.
3. Men and women who desire "refresher" courses or who wish to keep abreast of the times.

12. Military Service

Even though there is no compulsory registration anymore for boys, the armed forces do offer many opportunities for education and training. Extensive military information is in the Counseling Office. Boys are urged to acquaint themselves with thim material to learn the ways they can enrich their own vocational and career offorts through military service.

There are many opportunities for girls in the various branches of the military. This is a voluntary enlistment for a specified period of time.

Information on all the service academies is also available in the Counseling office. There are strict deadlines to meet if you are interested in an academy appointment. If at all interested you should consult a counselor or use the information in the Career Room immediately.

Goal # 2 Implementation and Evaluation of a Mini-Course in Decision Making.

Objective To give each sophomore the opportunity to take a 10 hour mini-course dealing with the method of making appropriate decisions.

Description of planned program Each Sophomore will take a short 10 hour mini-course reviewing the process of decision making and relating these decisions to various outcomes. This course relates to the World of Work as well. The Course is taught by one of the Counselors.

Evaluation of Course There was a noted improvement in the confidence of the students in their ability to make decisions after reviewing the process of decision making. We found that our idea and course material was good, however this past year we found that it was difficult to get the sophomores to take this course on their own time in study halls. We were only able to work with about one fourth of the class and as a result we feel that we want to try other means of reaching more of the class with this program. It appears difficult to get students to take a close look at themselves.

PRE AND POST SURVEY

To have freedom of choice and to develop your power of self-determination requires certain decision making skills. The following survey will help you see where you are before you start this course. After the course you will be able to see if there is any change in your attitude toward making decisions. Use the following scale for making your choices.

1. I think I am an excellent decision maker.
2. I think I am a fair decision maker.
3. I think I need some help in making decisions
4. I think I am a poor decision maker

I rate my skill or ability

____1. To go about getting what I need to know

____2. To know what is important or what is not important information

____3. To use the information and to apply it to a decision

____4. To become aware of and to clarify my values

____5. To be able to rank my values and apply them to a critical decision

____6. To know what an objectivive is and how to set one for myself

____7. To be able to use my goals, values, and beliefs to establish clear objectives for myself

____8. To be able to develop new alternatives when a confusing array or too many are available

____9. To be able to narrow down the number of alternatives when the available ones are not satisfactory

____10. To estimate the chances that certain outcomes will occur

____11. To rank various possible outcomes of a decision on the basis of their desirability to me

____12. To be able to analyze the special nature of a critical decision including its long-range consequences and the closing off of future opportunities

____13. To use a stratagy for making critical decisions.

DECISION MAKING

The following is an outline of the Decision Making course as we taught it this year. It is just the outline and each section of the outline has a variety of material that can be discussed and added.

I. DECISION MAKING

A. What is it?

B. Importance of Decision Making

C. What is involved in becoming a skilled decision maker.
   1. Knowledge
      --- about ones' values
      --- about a persons capabilities
      --- concerning his environment
   2. Process
      --recognize and define the problem
      --know your values and your goal
      --examine all information-old and new
      --suggest alternatives and assess each
      --make final decision

D. Good Decisions vs. Bad Decisions

II. LOOKING AT YOURSELF

A. What are your abilities?

B. What do you want out of life and what are your interest?

C. What are your priorities in life?

III. ESTABLISHING OBJECTIVES

A. Short range objectives

B. Long range objectives

C. Long range goals.

IV. INFORMATION GATHERING

A. Know alternatives

B. Predict outcomes

C. avoid misinterpreting importance of data (reliability and validity)

D. Sources
   1. People
   2. Reading material
   3. Visitations

E. Assess the emotional impact of the information

F. Point of view of Information
   1. Parents
   2. Friends
   3. Professionals
   4. Experience

V. APPLYING SKILLS

A. Making Critical Decisions (Examples)

B. Intuition in Decision Making

C. Career Planning

D. Self Evaluation through the use of the "Fasination World of Work" Booklet

EXPLORING THE FASCINATING WORLD OF WORK

The Dictionary of Occupational Titles has over 30,000 job titles listed. Eighty (80) percent of these jobs require little more than a high school education. In selecting a career, many questions must be answered: Should I go on to school? If so, what type? How do I know what career is right for me? Will the career I choose fulfill my economic, social, and psychological needs in life? You can decide upon a realistic goal for yourself only after a very careful study of your own special (1) abilities and talents, (2) interests, (3) values and (4) personality. The following materials will enable you to take a good look at yourself and to explore many of the exciting careers available to you. Your seriousness of purpose in working with these materials will determine how beneficial they will be to you as an individual. We hope you enjoy your journey into the fascinating world of work.

I. SELF-INVENTORY - GETTING TO KNOW YOURSELF.

A. Values - The things you consider important.

1. List in order of importance to you the following items:

____Being helpful to other people
____Earning a lot of money
____Having high moral standards
____Becoming famous
____Being active in a religion
____Having a successful marriage
____Being well dressed
____Having a lot of friends
____Good Health
____Having power over others

2. On a scale of 1-10 (10 being the highest) rate the following Life Values as to their importance to you:

____Homelife
____Security
____Wages
____Variety
____Advancement
____Creativity
____Status
____Influence
____Responsibility

B. Personality Traits

1. Attitude - Toward other people.
2. Courtesy - True concern for comfort of others; good manners.
3. Dependability - can you be "counted on"?
4. Desire to succeed - You want it more than the others.
5. Enthusiasm - optimistic (look at the positive side of things).
6. Foresight - to plan and look ahead.
7. Friendliness - smiles; best test is to see how friendly people are to you.
8. Health - Health habits
9. Honesty - with yourself and others.
10. Initiative - can see things to be done and then do them. (ability to handle additional responsibility)
11. Loyality - Think and speak well of those in positions of authority over you (employer, teachers, parents, etc.) Ability to keep confidential information.
12. Morality - your set of behavior related to the society in which you live. (Honesty, fair-play, justice, conduct, etc.)
13. Neatness - your person and working area (orderly).
14. Open-Mindedness - Being able to see both sides of a question or argument.

15. Personal Appearance - Cleaniness; Appropriateness.
16. Punctuality - Be on time for all situations.
17. Self-Control - Control your emotions; your efforts.
18. Sense of Humor - Able to see the funny side of life; Laugh when the joke is on you.
19. Tact - Saying the right thing at the right time.
20. Use of Voice - Ability to control it.

*List what you believe are five of your real strengths and weaknesses. Discuss this list with your parents and friends to see if their perception of you agrees with the appraisal that you made. When there is agreement with what you have listed, put a plus by the items; when there is disagreement, put a minus by the item.

**Fill out one of the "Personality Rating" sheets provided checking how you see yourself in each of the traits listed. Give the second "Personality Rating" sheet to someone who knows you quite well and have them check each trait related to how they see you. Compare the two for similarities and differences. Work on developing those traits that need improvement.

C. Interests - Things you feel comfortable doing and therefore like best.

1. Indicate your interest in the following interest areas using the criteria listed: (1) Great deal of interest, (2) Some interest, (3) No interest.

___ Outdoor - outdoor work, usually deals with animals & growing things.
___ Mechanical - work with machines & tools.
___ Computational - work with numbers.
___ Scientific - Like to discover new facts & solve problems.
___ Persuasive - like to meet & deal with people; to promote projects or things to sell.
___ Artistic - Creative work with hands and work that has "eye appeal" involving attractive design, color & materials.
___ Literary - like to read and write.
___ Musical - like going to concerts, playing instruments, singing, listening to music, reading about music or musicians.
___ Social Service - Helping people.
___ Clerical - Office and detail work requiring percision and accuracy.

D. Working Condition Preferences - Check the most appropriate area for you. The closer you are to an item, the stronger the preference.

Work With Others					Work Alone
Indoor					Outdoor
Varied Work					Routine Work
Physical Work					NonPhysical

E. Do you prefer to work with People? Data? Things?

People - Activities relating to human beings and/or animals. By instructing, supervising, exchanging ideas, dealing with an individual's problems, performance, direction, assistance or amusement.

Data - Activities involved with the creation, collection, analysis, development, and dissemination of various types if information. This information, written or verbal, is in the form of numbers, words, or symbols.

Things - Activities relating to inanimate objects as opposed to human beings and/or animals; substances or materials, machines, tools, equipment or products. A thing is tangible and has shape, form and other physical characteristics.

*Write a brief statement incorporating the above statements related to People, Data and Things as they relate to your preferences in these areas. It is permissible to use one of the above areas as stated or to incorporate any or all of them in any way that best describes your preference.

II. CAREER EXPLORATION

A. VIEW Materials in the Counseling Office & Library. Select several kinds of employment you think you might be interested in seeking. Write a short paragraph about each kind selected as to how it relates or fits you as an individual. Describe briefly the Job Duties; Requirements & Qualifications; Educational Preparation & Training; Future Job Outlook; Job Locations; Wages, Hours and Fringe Benefits; Advancement; and Disadvantages.

B. View the filmstrips "The Fascinating World of Work" for those careers you feel might be of interest to you. Check them against your Life Values listed on page 2.

C. Make use of Vocational materials available in the Library and Counseling Office. (Occupational Outlook Handbook, Chronicle Guidance Series, Phamphlets, Books and Vocational Files.)

III. SUMMARY

A. Do the following Skill Development Exercises:

1. Briefly relate the employment areas you have selected as it pertains to your values, personality, interests, abilities and the purpose you want it to serve.

2. Interview someone who already works in these positions.

B. Make use of the High School Counselors in finding and interpreting the vast amount of information available.

PERSONALITY RATING

TRAIT	EXCELLENT	GOOD	FAIR	POOR	VERY POOR
ATTITUDE					
COURTESY					
DEPENDABILITY					
DESIRE TO SUCCEED					
ENTHUSIAM					
FORESIGHT					
FRIENDLINESS					
HEALTH					
HONESTY					
INITIATIVE					
LOYALTY					
MORALITY					
NEATNESS					
OPEN-MINDEDNESS					
PERSONAL APPEARANCE					
PUNCTUALITY					
SELF CONTROL					
SENSE OF HUMOR					
TACT					
USE OF VOICE					

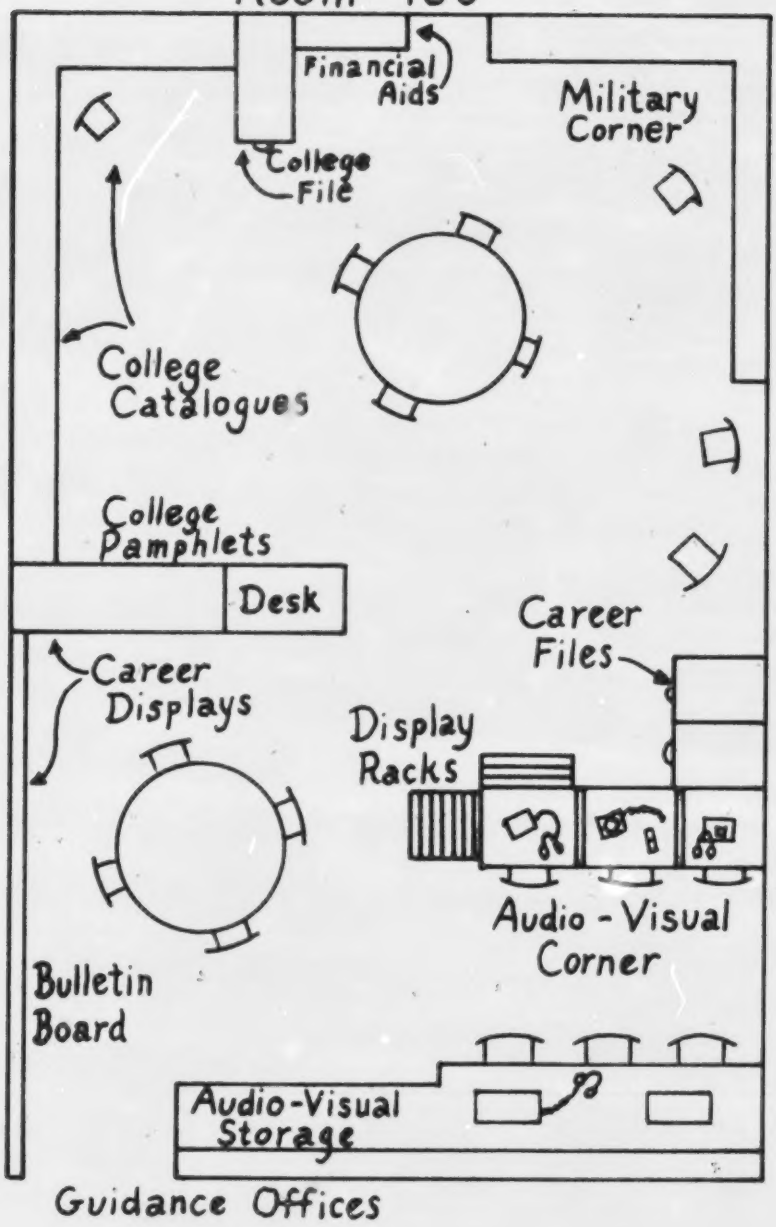
GOAL # 3 THE DEVELOPMENT OF A COMPLETE CAREER GUIDANCE CENTER FOR THE DISSEMINATION OF CAREER INFORMATION TO STUDENTS

OBJECTIVE: To have a complete Career Guidance Room set up that is constantly being updated to meet the changing world of work.

Description of Planned Program

A Career Information Center is set up in a former classroom next to the Guidance Office. The Center has chairs, tables, and various kinds of audio-visual aides to help disseminate the various types of information relating to career and the world of work. There is a counselor close at hand at all times as well as a Career Aide stationed in the Career Center. On the following page is a diagram of the Career Center.

Grand Haven High School
Career Center
Room 186



PURPOSE OF THE CAREER CENTER

1. To provide an atmosphere condusive to career exploration
2. To provide the tools necessary for career exploration
3. To have qualified personnel available to assist students in career exploration
4. To encourage student responsibility for the aquisition and use of occupational information and materials
5. To aid students in clarifying their personal values and relating these values to career choices
6. To relate career center materials and activities to existing, ongoing programs within the school
7. To assist students in seeing the relationship between the information in the center and what they are studying in the classroom
8. To make all the systems within the center suitable for self-service, with assistance available when the student perceives the need for such help
9. To promote student use by including students, teachers, counselors, parents and others in the planning and operation of the center.
10. To provide a delivery system for career counseling services to the school and adult community.

WHAT IS A CAREER CENTER?

A Career Center....

*is a practical delivery system

*disseminates career information to students and adults

*contains materials to assess student's interests and abilities

*offers a means to incorporate materials from the world of work into classroom instruction

*helps students develop appropriate study skills

*provides instruction on decision making

*operates on a shared-delivery system where the student has responsibility for learning.

HOW TO USE THE CAREER CENTER

*The Career Center features a self-study approach although a career aid is available for assistance any time during the school day.

*All materials and filmstrips are cataloged alphabetically by occupations on a Rolodex File located on the career aide's desk under the following titles

VIEW - Vital Information for Education and Work

OEK - Occupational Exploration Kit

OOH - Occupational Outlook Handbook

AV - Audio-Visual Material

Vocational File

1. Trade, Technical, and Industry
2. Social Science and Public Services
3. Natural Science
4. Health
5. Business
6. Art and Humanities

Also see listing of related occupations or titles

*Schools and agencies offering vocational and career training are listed under the following titles:

Michigan 4 year public schools
Michigan 4 year private schools
Michigan 2 year public and community schools
Michigan 2 year private schools
Trade, technical and vocational schools
Out-of-state schools

*Military information is available from all services.

*Pamphlets on careers, colleges, and training are available on a free, take-one basis.

INFORMATION AVAILABLE

NOTE: The following is a partial listing. Materials are constantly being expanded and updated.

1. Two-volume Dictionary of Occupational Titles
2. Occupational Outlook Handbook
3. Job Opportunity Guide: Career Information for Western Michigan High School Students
4. Guide to local occupational information: U.S. Department of Labor
5. The Career Data Book: American Institutes for Research
6. Pamphlets describing career opportunities available within certain courses of study: U.S. Department of Labor
7. SRA: Job Family Series
8. Files on specific careers in six general areas:
   1. Trade, Technical, and Industrial Careers
   2. Social Science and Public Service Careers
   3. Natural Science Careers
   4. Health Careers
   5. Business Careers
   6. Arts and Humanities Careers

9. Brochures and pamphlets pertaining to the six general areas on display shelves
10. The Job Box: Pacemaker Vocational Research Module
11. Michigan VIEW System (Vital Information for Education/Work) microfilmed information system of educational and career information
12. Microfilm reader
13. Occupational Exploration Kit (SRA) with Occupation Scanner
14. SVE filmstrips and cassetes in specific job areas (54 separate areas)
15. Key's Career Exploration (SRA) Career Guidance correlated to Kuder Interest Inventories
16. Multi-media filmstrip kits: Jobs in Health Services and Careers in Environmental Management
17. Sound filmstrips from Guidance associates in the areas of: Study, College Choice, Career Development and Job Attitude
18. Singer filmstrip and cassette players
19. Cassette tape players
20. Headphones
21. Rolodex File cataloguing all information available on careers in the Career Center
22. Michigan College Admission and Financial Assistance Handbook: Michigan Department of Education
23. The College Handbook: Guide to two-year and four-year colleges
24. American Trade Schools Directory
25. Guides to vocational and technical schools
26. Financial Assistance Handbook: Michigan Department of Education
27. Reference books on colleges in the United States
28. Financial assistance information
29. College catalogues from out-of-state colleges
30. College catalogues from all Michigan four-year and two-year public and private colleges
31. Catalogues and information pertaining to Michigan Department of Education licensed and approved schools
32. Pamphlets and brochures from colleges on display
33. File on each Michigan college containing admission information, scholarship information, financial assistance, brochures, etc.

34. File on many out-of-state colleges containing admission information, scholarship information, financial assistance, scholarships, brochures, etc.

35. Armed Service displays and brochures: Army, Navy, Air Force, Marines, Coast Guard, and National Guard

36. ROTC information.

GOAL # 4 IMPROVEMENT OF TEACHER-COUNSELOR WORKING RELATIONS

OBJECTIVE: The Counseling Department planned to meet with the high school faculty in a series of workshops with a program consisting of a description of current counseling practices, career information available to teachers, future counseling programs, and mutually shared school problems.

Description of Program

The Counseling Department met with all the staff by departments. Prior to the workshop a survey was given to each teacher. A four-hour workshop was held at the Holiday Inn. The teachers were paid for this meeting which was held after school hours. A dinner meal was also included in this format. The program consisted of:

a. relating what counselors do
b. programs we hope to do
c. problem areas of our department
d. mutual concerns of counselors with each department

Evaluation:

From the surveys given to the teachers at this meeting and from discussion with the teachers afterward we concluded this program to be a success and would recommend a similar program to other districts.

Counselor-Staff Workshops

The Counseling Department of Grand Haven Senior High School adopted as one of its major goals for the school year, 1974-75 the "Improvement of Working Relationships with Teachers". A unique procedure of counselor-staff workshops was proposed as the best method for obtaining this objective.

The sixty-six members of the staff were divided into seven groups by departments and ranging in size from 6 to 11 in addition to the 7 member counseling staff. Groups were kept small to allow for open discussion. Prior to the workshops each staff member was asked to respond to a survey which asked for a rating of 14 guidance services and for responses to 4 open-ended questions. Responses for each group were compiled and discussed by the counseling staff prior to the workshop with that group.

The workshops themselves lasted 4 hours each including one hour for dinner. Each workshop followed an established format. Information was presented by the Counseling Department on "What Counselors Do" as well as "What Counselors Don't Do". Educational, college, vocational, and personal counseling procedures were described. Various counseling forms were described and examples presented. Future changes and improvements in the counseling department were presented and discussed. Following dinner, the emphasis of the workshop shifted to the staff's reactions toward the counseling department and a discussion of concerns of mutual interest. Care was taken at all workshops to insure that all personnel had an opportunity to participate. Workshops were started and ended promptly. The quality of the workshops was assessed through a one page questionnaire given as the final order of business.

Minutes of each workshop were distributed to the participants as well as the administration. Upon conclusion of the 7 workshops, the counseling department recommendations were discussed in a counselor-administration workshop, followed by an administration-counselor-department head workshop, and a counselor-board of education workshop.

The workshops were felt to be very beneficial for all personnel involved, not only in improving counselor-staff relations, but also in serving as an evaluation of the counseling department.

Please answer the following questions as directed in the spaced provided.

1. Rate each of the following counseling services as you, a teacher, perceive the services being offered. Use a 7-point scale with 1 indicating inadequate and 7 indicating a superior rating.

_____a. personal counseling

_____b. college counseling

_____c. career counseling

_____d. scheduling

_____e. test score reporting

_____f. test giving

_____g. identifying "special need" students

_____h. informing teachers of student problems

_____i. participation or leadership in school activities

_____j. working with you and your department

_____k. understanding your needs as a department

_____l. reaction to student feelings

_____m. teacher involvement in the guidance program

_____n. referral of students to counselors

2. Briefly state what you feel the function of a counselor should be.

3. The major areas that I can see a counselor helping me as a teacher are: (please list and/or explain)

4. Changes that I would like to see in the counseling department are;

5. Please state any additional comments here that you may have.

Combined Results of Pre-Workshop Surveys

The following ratings were obtained from 66 Grand Haven Senior High staff members. A 100% questionnaire response was obtained which included all teachers, librarians, and vocational coordinators. A seven-point scale was used with "1" indicating inadequate and "7" indicating a superior rating.

1.

Area	Rating	Rated by
a. personal counseling	4.1	54 (82%)
b. college counseling	6.0	61 (92%)
c. career counseling	4.5	56 (85%)
d. scheduling	4.8	62 (94%)
e. test score reporting	4.9	50 (76%)
f. test giving	5.7	48 (73%)
g. identifying "special need" students	4.3	55 (83%)
h. informing teachers of student problems	3.9	64 (97%)
i. participating or leadership in school activities	4.8	54 (82%)
j. working with you and your department	3.8	63 (95%)
k. understanding your needs as a department	4.3	59 (89%)
l. reaction to student feelings	5.3	48 (73%)
m. teacher involvement in the guidance program	3.2	57 (86%)
n. referral of students to counselors	4.2	51 (77%)

Teachers perceived counselors as basically college and student orientated as opposed to career and teacher orientated. Lowest ratings centered on teacher involvement in the guidance program. Teachers in general reported an easier time of rating the counselor's functions that are open for inspection such as test giving. However, the counselor's functions such as career and personal counseling were rated on the basis of student discussion of rumors. The survey points out that teachers need additional information on counseling--what it is and what occurs, and additional stress needs to be placed on teacher-counselor relationships.

2. Comments on the counselor's functions centered on the personal, career, and college trend of counseling. The following response groups were identified:

Area	Number of times cited
vocational counseling	30
personal counseling	27
academic and course guidance	15
informing teachers	12
between student and second party	9
advise and guide student	7
testing	5
available at all times	2
college counseling	18

Other comments included placement service, referral service, information service for teachers, improve course offerings, jack of all trades, listen, develop trust, orientate sophomores - 9.

3. Comments on ways in which counselors can help teachers were:

Area	Number of times cited
provide information to me on students	34
scheduling and its mechanics	24
advise students on correct classes	17
identify and work with problems involving a class in general	11
testing	8
identify special problems of students and working with them	8
consultation or advise on how to handle certain students	8
co-op and related issues	5
establish better communications	4
class size	4
provide latest career information on my course offerings	3
students who are absent or late	3
screen students into my classes	3
other comments included vocational careers, help make decisions, K-12 mediator	3

4. Comments on changes needed in counseling department included:

Area	Number of times cited
scheduling	16
more consultation with teachers	11
additional staff, vocational counselor, or female counselor	9
additional personal counseling	8
control on dropping classes	8
all students assigned to counselor	7
special need, work with all students	7
additional information on counseling department	4
all counselors teach at least one class	4
additional career guidance	3
provide specialized job description	3
other comments included: assign English teacher to each student, attend other department meetings, more block time, watch class size, K-12 mediator, carry over from Junior high	6

5. Additional comments:

Area	Number of times cited
positive remarks about counselors	9
open with teachers and provide more information	5
scheduling concerns	3
need for knowledge in nursing, industry, apprenticeship	3
changing and evaluating classes	5
study halls	2
vocational counselor	2
career center	2
development of 3 year plan	2
other comments included: assigning counselors, testing, absence calls, graduation requirements, not assuming a parental role	5

Expanded Agenda

Counselor Department Workshop

I. Counseling Services 5:00 - 5:45

A. Introduction Gene
   1. Opening remarks
   2. Counselor qualifications
   3. Counseling facilities
B. Project description Cal
C. College applications Meriem
   1. Procedures used
   2. Teacher recommendations
D. Vocational counseling Bob F.
   1. Current procedures
   2. Sample vocational materials
E. Personal counseling Dave
F. Current guidance practices Bob B. and Dave
   1. Review of forms used
   2. Test information available
   3. Sample CA-60 and new guidelines

II. The Future 5:45 - 6:00

A. Career information Bob F.
   1. VIEW
   2. Career Room
B. Decision class Cal
C. OVIS test Cal
D. Sophomore counseling
E. Additional planned improvements

III. Dinner 6:00 - 7:00 Bob F. - Invocation

IV. Course Offerings 7:00 - 7:30 Bob B. and Dave

A. Counselor's responsibilities as related to scheduling
B. Department's obligations
   1. Scheduling of classes
   2. Number and type of students wanted
   3. Written description of classes
   4. Sequential programs of study

V. Problems as Perceived by Counselors 7:30 - 7:45 Bob B.

A. Scheduling students
B. Schedule changes
C. Interview procedures
D. Full classes
E. Student files
F. Specific department problems
G. Additional concerns

VI. Department Reactions 7:45 - 9:00 Gene

VII. Summary and Adjournment 9:00 Gene

GRAND HAVEN SENIOR HIGH SCHOOL

Counseling/Guidance Department

Counselor Department Workshop

The following questionnaire is designed to evaluate the teacher-counselor workshop that you have attended. Your responses are needed to evaluate a workshop of this type as a vehicle of communication and to provide suggestions for change and improvement in the format.

Thank you once again for your cooperation.

Instructions

Rate each of the following using a 7-point scale with 1 indicating inadequate and 7 indicating a superior rating.

1. _____ a. Physical facilities (i.e. Holiday Inn)

   _____ b. Information presented

   _____ c. Method of presentation

   _____ d. Atmosphere of meeting

   _____ e. Amount of information presented

   _____ f. Quality of information presented

   _____ g. Open discussion period

2. Please indicate strong or weak points of workshop or any additional comments you may have.

January 6, 1975

As a result of the eight workshops held between counselors, teachers, and administrators, several key areas at the high school level were identified as needing some change. After summarizing and evaluating the content of the workshops, the counseling department developed the following recommendations. We hope that each of these recommendations will be viewed in the light of improving our school system rather than attacking any specific department.

The counseling department hopes that each of you will read these recommendations and voice your opinions to your department head. A meeting is currently being scheduled for January 16, 1975, from 3 to 5 p.m., for administrators, department heads, and counselors. The purpose of this meeting would be to receive further input on these recommendations and seek solutions to the concerns identified. For the meeting of January 16 to be as productive as possible, the counseling department recommends that each department have a scheduled departmental meeting prior to this time so that the input made by your representative expresses the feelings of the entire department.

Thank you once again for your cooperation.

Gene Rothi	Bob Brinkert	Cal Brondyke
Bob Foutz	Meriem Elwell	Dave Oegema

1. A new scheduling procedure would be established similar to that used by many colleges. Students would select classes on an initial enrollment form as is currently done to establish class counts only. Class counts would be provided to each department. Administration and departments would establish a master schedule with specific sections offered and teacher assignments. Students would not officially enroll in classes till Sept. Enrollment would be open as far as class selection, i.e. students would not be held to any previous choices. Each department would be involved in assisting students in planning schedules and obtaining classes.

2. No grade would be recorded for any classes changed during the first three weeks of school. After the third full week of class, students would receive a withdraw passing (WP) or withdraw failing (WF) on their permanent record for any classes dropped. Only students having completed the entire course including final exam would have a specific grade recorded. Three weeks would be allowed for changing and balancing class size. Classes would not be changed after the third full week of class without teacher-counselor consultation. The parent or guardian of students would be informed of any schedule changes made after the third full week of class.

3. A specific day would be established for the purpose of each teacher explaining to students in their classes what additional courses in their department would be appropriate. It is the feeling of the counseling department that each teacher can aid in the explanation of programs in their subject area and should be responsible for selling their department's offerings. For example, one specific area would be English teachers recommending classes for sophomores currently taking Am. Lit.

4. Teachers interested in block time courses should analyze their courses and develop a schedule which corresponds to other block time classes. The possibilities of two block classes "swinging" with each other should also be investigated such as chemistry, math or English. A meeting of the interested personnel should be held within the near future. (It was reported that 18 people were interested in block time).

5. Departments within the school need to discover not only what their department offers and the corresponding content but also what other departments are offering. More interdepartmental cooperation is needed. It is recommended that time be made available for departmental presentations at each faculty meeting.

6. Clinical psychologist (not just a school psychologist) should be hired by special services to handle special problem students on the secondary level. The person hired should also have the ability to make home visits.

7. The counseling department recommends that no changes be made in the number of credits required for graduation nor the specific departmental requirements other than waiving English or social studies credits for language.

8. Establishment of a career center in counseling area that could bring together all vocational information into one central location.

9. Need exists for coordination between departments within the high school, between high and junior high, and throughout the educational system.
   a. A specific role description should be developed for departmental heads with regular established meeting times within each department and among departments.
   b. The counseling department recommends to the Instructional Council that no curriculum changes at the Junior or Senior high be approved unless evidence is presented showing an interdepartmental meeting and a Jr. and Sr. high department meeting regarding the proposed change.

10. In addition to the above stated recommendations, the counseling department recognizes that discipline is and should be a factor in a student's education. The counseling department supports the work of the high school discipline committee and hopes positive action will result. The counseling department would like to make the following recommendations:
   a. All sophomores should be in a required study hall or attendance area. Provisions for sophomores being released from attendance should be removed from the present policy.
   b. The present policy of attendance should be enforced by all staff members for all students (see appendix).
   c. Teachers should be notified of all suspensions or expulsions and the length of time involved.

11. Identification should be made by each department regarding what is being provided for students with varying needs within their department, i.e. need to handle all types of students including remedial and superior. In addition the following specific recommendations are made:
   a. A one semester "hands on" auto maintenance and home improvement class or a 9 week class of each. Theory and reading would be a minor part of the class with at least 75% of class time to be projects and/or demonstration. Class would be co-ed.
   b. One semester fine arts class offered jointly by the music and art departments covering various types of music (vocal and instrumental) and various forms of art such as sculpturing and painting.
   c. Each department analyze the possibility of starting year long classes at the beginning of the second semester. Examples of such classes could include auto shop, wood shop, biology, chemistry, Am. History, Accounting, etc.
   d. English classes to place additional emphasis on basic English grammar. One possibility would be an additional 9 week class in writing or grammar.
   e. Additional one semester classes taught at a basic introductory level. One such example would be a one semester language class which provides exposure in language and culture.
   f. Systematic planned use by each department of test information which identifies superior as well as remedial students. For example, ACT tests which identifies students capable of advanced placement or use or Gates Reading Test.

12. The co-op department needs to develop a closer working relationship with other departments in school. Few faculty members seem to know the function of co-op nor the specific procedure for qualification. In addition, an internal evaluation needs to be performed to make a distinction between co-op and work-study.

13. Band should be returned to the two hour 4th and 5th block period rather than spread over three hours as is the current practice.

14. Establishment of a guidance committee that would evaluate the counseling department on a regular basis. Committee to be comprised of both internal and external personnel.

15. Each department should make a re-evaluation of their current grading system including the influence of pass-fail on their class offerings. Students should be reminded that although pluses and minuses are given only a four point scale is used to compute averages (i.e. A, B, C, D).

16. One-half credit of social studies and one-half credit of English may be waived for students taking 2 years of foreign language in grades 10-12.

17. Development of inter-departmental recommended program of study for various careers showing students what classes in their department at the high school level prepare students for post-high school careers.

18. The counseling department will develop a specific form requiring students to obtain written teacher approval before admittance to certain select classes. Example, Advanced American Lit, Advanced Physical Education, etc.

19. Departments are urged to investigate alternative educational experience besides the classroom. For example, the school system owns 2 school forests which could be used.

20. Teachers and departmental heads are urged to analyze the master schedule before final approval has been granted. It is recommended that the counseling department perform a similar task looking at all departments rather than specific departments.

Grand Haven Counseling Department

Goal #5 Evaluation and Improvement of the Guidance Department through Research.

Objective 50% of the Class of 1969 (5 year follow-up) was surveyed to assess their post high school training, post high school work experience, and evaluate their high school education and guidance program.

Description of planned program A survey instrument was developed to survey the Class of 1969 as to:

1. Their training after high school
2. Work experience after high school
3. Their evaluation of their high school education and the Guidance Services as they view them looking back after 5 years.

After obtaining the addresses, the survey was sent out to each class member of the Class of 1969.

Also included in this goal area is the senior survey which is given yearly to each senior during his senior year.
A seventh semester or early graduation survey form is also included in section. The purpose of this survey was to determine the satisfaction of those students who graduated early as far as their training was concerned

Grand Haven Senior High School
900 South Cutler
Grand Haven, Michigan 49417

The Grand Haven Senior High Counseling staff uses a variety of formal and informal evaluation techniques to assess the relevancy and impact of its services. Informal methods will only be mentioned since no objective type information can be provided. Informal evaluation techniques include:

a. comments from parents, teachers, and community members;

b. reactions from members of the counseling staff itself; and

c. comments from students who use the counseling services, as well as those who do not on their own initiative.

The Grand Haven counseling staff also utilizes several formal questionnaires and survey instruments to evaluate itself. Standardized instruments such as the ACT profile and the OVIS school profile are systematically used to evaluate the entire school program. Results of such instruments are provided by the counseling staff to the various high school departments.

Included in this packet are copies of several evaluation instruments developed for use by our own staff. Each year the counseling department evaluates the graduating senior class through an instrument similar to the senior survey included. A yearly revision is needed to evaluate continuing changes in the school program. The two-page instrument provides data on counseling services as well as the school program itself. Surveys are completed through the U. S. Government classes (a required class for all seniors) and usually take no more than 15 minutes to complete. Names are included since they have been found not to significantly influence the results and yet provide a final check on seniors uncertain of future vocational plans. This year a second part to the survey was included (page 2), which represents a comparable version to the evaluation of the counseling department given to teachers. Results of the survey are distributed to all teachers as well as the Board of Education.

The second instrument was used to evaluate students who had graduated at mid-semester of their senior year. Currently the wisdom of mid-semester graduation is being questioned by factions of the faculty. This survey was developed to assess the feelings of those people actually involved. The results indicate a desire for continuance of the practice.

The third instrument included represents an attempt to evaluate the guidance department by former students who had graduated five years ago. Graduates of the class of 1969 were chosen to allow time to settle and establish a relatively stable family life. The class of 1969 included 349 students of which 300 addresses could be located as of this writing. A total of 148 questionnaires were returned. Questionnaires were coded to allow for second and third letters to those former students who did not respond. Plans currently call for a continuation of this survey on a yearly basis to identify possible trends.

The final instrument included represents a staff evaluation of the counseling services. Questionnaires were coded and handed out individually to staff members. Individual follow-ups were made to obtain 100% completion. Responses from the questionnaires served as the basis for workshops between staff and the counseling department. Combined results of this survey as well as the survey itself can be found in Goal #4.

If you wish additional information or suggestions on any of the instruments included in this packet, please feel free to contact us.

Mr. Calvin Brondyke

Dr. David Oegema

Grand Haven Senior High School
900 South Cutler
Grand Haven, MI 49417

1-616-842-4611

GRAND HAVEN SENIOR HIGH SCHOOL

January, 1975

SENIOR SURVEY

Name _____

1. Do you plan on continuing your education next year in any way? ___Yes ___No ___Unsure

2. If #1 is Yes check type of institution you intend to enroll in.
   _____a. Two or four-year degree granting college university.
   _____b. Non-degree granting institution (trade, technical, vocational, business).

3. What school do you plan to attend? _____
   Present status: ____a. Already accepted ____b. Have applied ____c. Need to apply

4. If you are going on to school, what course of study do you plan to take?

   _____

5. If you do not plan on going on to school, what type of activity or work do you plan to do?

   _____

6. List employment experience you have had while in high school.

   1. _____ 2. _____ 3. _____

7. Have you come in on your own to make use of the counseling office for vocational, or educational assistance or personal reasons while in high school? ____Yes ____No

8. To what extent has the counseling you received in school been helpful to you?
   ____a. Very little help ____b. Some help ____c. Very helpful

9. To what extent did the counseling you received help you with personal problems?
   ____a. Very little help ____b. Some help ____c. Very helpful

10. To what extent did the counseling you received help you with school problems?
    ____a. Very little help ____b. Some help ____c. Very helpful

11. What suggestions do you have to make the counseling office more useful to students?

    _____

    _____

12. What suggestions do you have to make the total school program more meaningful to all students?

    _____

    _____

13. Were you involved in any extra-curricular activities while in high school? ____Yes ___No

_____Athletics	_____GAA	_____Pom Pom
_____Music	_____Yearbook	_____Service Club
_____Dramatics	_____Campus Life	_____Student Council
_____Rifle Club	_____Young Life	_____Scouting
_____Pep Club	_____Cheer Leading	_____Stage Crew

14. List any courses you wish had been available to you while in high school that were not offered.

    _____

Please answer the following questions as directed in the spaced provided.

1. Rate each of the following counseling services as you, a student, perceive the services being offered. Use a 7-point scale with 1 indicating inadequate and 7 indicating a superior rating. You may use a number as many times as you like.

   _____a. Personal counseling

   _____b. College counseling

   _____c. Career counseling

   _____d. Scheduling

   _____e. Test score reporting

   _____f. Test giving

   _____g. Identifying "special needs" students

   _____h. Informing teachers of student problems

   _____i. Participation or leadership in school activities

   _____j. Working with you and your course selections

   _____k. Understanding your needs as a student

   _____l. Reaction to student feelings

   _____m. Teacher involvement in the guidance program

   _____n. Referral of students to counselors

2. Briefly state what you feel the function of a counselor should be.

3. The major areas that I can see a counselor helping me as a student are: (please list and/or explain)

1972 - 42
1971 - 46
1970 - 26
1969 - 11
125

Final Results

July 1973

Dear

As a former student and graduate of Grand Haven Senior High School we are interested in your reactions to a few questions. We are especially interested in that you are one of about 125 students over the last four years who elected, with your parents' approval, to finish your graduation requirements in January at the end of your seventh semester, one semester early. We are interested in your, and your parents, thoughts about that decision. Some educators feel that our graduation requirements are too low, that students should not be allowed to graduate or take a reduced load their last semester. Others feel that parents and students should be able to make some meaningful choices and that minimal graduation requirements allows room for these choices for the few who decide it's best for them. If the graduation requirements were raised to 18 credits (14 at the Senior High) it would affect not only those electing early graduation but also all other students.

Please answer questions 1-4. Have your parents answer questions 4 and 5. Return the completed survey as soon as possible in the return addressed envelope provided. We thank you for your cooperation and encourage you to write additional comments or call the Senior High.

1. If you had the choice to make over again would you still elect to finish at the end of your 7th semester? Yes 53 No 6 89% yes

2. What were your reasons for wanting to complete High School at the end of the 7th semester? _____

3. Did you actually do what you planned to after graduation?
Yes 52 No 7 88% yes

4. As mentioned above consideration is being given to raising the graduation requirements to 14 credits in grades 10-12 instead of the 12 credits now required. This would eliminate most of the 7th semester graduates.

   Student - Would you favor increased graduation requirements?
   Yes 15 No 45 75% no

   Parent - Would you favor increased graduation requirements?
   Yes 14 No 45 75% no

5. Parents, do you still feel it was a good idea to approve your son or daughter early graduation? Yes 49 No 5 90% yes, 3 no answer

Sincerely,

William Beach
PRINCIPAL

C8

G5-6

125 sent out
59 returned
47% return

Grand Haven Senior High School
900 South Cutler
Grand Haven, Michigan 49417

Dear_____,

It is now five years since your graduation from high school. By this time you probably are situated to a large degree in your work and pattern of living.

The Grand Haven Guidance and Counseling Department would like to have your reactions to several questions in regard to what happened to you after high school. This information is important to us so that we may find out if we are meeting the educational needs of each student in our system and how we may improve our role in preparing each student both socially and vocationally for adult life.

We selected your class because we feel you now have the experience to make important and valid judgments as to the training you received in our school system. The results of this survey will guide us in our decisions as to any changes made in our curriculum.

Would you please fill out the survey and send it to us as soon as possible?

We thank you for your cooperation and time spent in helping us in this work.

Sincerely yours,

William Beach, Principal

Grand Haven Senior High School

Guidance and Counseling Services

Five Year Follow Up Survey

Please circle or fill in the correct responses.

TRAINING BEYOND HIGH SCHOOL

A. I have had no additional formal training. Yes No

B. I have attended a trade school for _____ months and did/did not complete the course.

C. I have attended a two or four year college for 1 2 3 4 5 years and now have a _____ degree.

D. I hope to get more formal school training in the future. Yes No

EMPLOYMENT

A. Presently I am employed at _____, working as a _____, and have been here for _____ years.

B. I am not employed and am/am not looking for work.

C. I feel satisfied with my occupation and will probably stay at this type of work indefinately. Yes No

D. I have worked for _____ employees since high school and prior to this job. (number)

HIGH SCHOOL EXPERIENCE

Now that you have had five years to either settle into some type of occupation or career or to finish college, looking back on your high school education,

A. Do you feel that your education prepared you to get along socially with people? Yes No

B. Do you feel that your education was helpful as a background for your work? Yes No

C. Did you make use of the Counseling Services of the High School? Yes No

D. In what way do you feel the Guidance and Counseling Services might better serve the students?

E. Overall are you satisfied with the education that you received in the Grand Haven School System? Yes No

Please make any additional comments you feel may help us on the back of this survey.

Thank you.

SUMMARY REPORT FOR FIVE YEAR FOLLOW-UP SURVEY

June 1975

Training Beyond High School

1. In answer to question A on survey sheet - I have had additional formal training?

57 stated Yes

136 stated No

2. In answer to question B on survey sheet - I have attended a trade school for _____ months and did/did not complete the course.

2 responded 1 month each
1 responded 3 months
1 responded 4 months
2 responded 5 months each
3 responded 6 months each
3 responded 8 months each
1 responded 9 months
1 responded 10 months
7 responded 12 months each
1 responded 17 months
3 responded 24 months each

17 did complete their course of study
9 did not complete their course of study

3. In answer to question C on survey sheet - I have attended a two or four year college for 1 2 3 4 5 years and now have a _____ degree.

1 responded 1 semester
27 responded 1 year each
4 responded 1½ years each
27 responded 2 years each
20 responded 3 years each
1 responded 3½ years
41 responded 4 years each
2 responded 4½ years each
13 responded 5 years each
1 responded 6 years

37 students--BS degrees
9 students--Associates
103 students--BA degrees
3 students--AA degrees
1 student--Diploma
11 students--Practical Nurse degrees
1 student--LPN license
3 students--RN degrees
1 student--AE degree
1 student--EMT degree
3 students--BSE degrees
1 student--AB degree
1 student--BBA degree
1 student--BS degree plus two years' work toward MA

4. In answer to question D on survey sheet - I hope to get more formal school training in the future.

127 students responded Yes
23 students responded No
15 students responded Unsure

Employment

The following are compiled answers from questions A, B, C, and D on survey sheet:

Present Employment	Working as a	Amount of years at present job	Looking for work Yes	Looking for work No	Will probably stay at this type of work Yes	Will probably stay at this type of work No	No. of Employers since high school
Meijers	Clerk	6½		X		X	
G.H. Public Schools	Teacher	2		X	X		3
U.S. Navy	Diver	3					2
Brush & Comb	Cosmotologist	2			X		3
U.S. Navy	Sonar Technician	4½				X	3
Pennington Brothers	Pipefitter	4 mos.			X		7
Solar Labs	Quality Control	1				X	1
Burlington Northern RR	Switchman	½			X		6
Hardware Distribution	Secretary	5			X		1
Meridian, Inc.	Quality Control	2½			X		4
N.O. Community Hospital	Registered Nurse	1½					1
-	-			X			2
-	-			X	X		1
N.O. Community Hospital	LPN	3 mos.				X	4
Lackland Air Force Base	Invent. Mngt. Spec.	5			X		1
Bethany Christian Home	Social Worker	1½			X		2
-	-	1	X		X		2
Ronart Industries	Bookkeeper	1½	X		X		7
Kistler and Associates	Draftsman	3			X		2
Buzz Milbeck	Realtor	3/4			X		3
Air Force	Communications Training	1				X	5
G.H. City	Equipment Operator	6		X	X		
House of Yamaha	Parts Manager	3			X		2
Stockbridge Schools	Teacher	2			X		4
Chippewa Hills	Teacher	1			X		4
H. Casemiers Store	Cashier	1				X	3
Air Force	Radio Operator	4				X	1
City Hall	Treasurers Office	5				X	2
Fricanos	Waitress	6			X		1
Home	Home	4		X	X		3
Hamilton Standard	Engineer	1½			X		2
U.S. Navy	Student	3			X		1
G.H. Schools	Sub Teacher		X		X		
N.O. Community Hospital	EMT	3			X		
Quality Pattern	Designer	1					4
Day Care Center	Teacher	2 mos.				X	4

Present Employment	Working as a	Amount of years at present job	Looking for work		Will probably stay at this type of work		No. of Employers since high school
			Yes	No	Yes	No	
City of Plymouth	Civil Engineer	6 mos.				X	7
Holland Schools	Speech Therapist	2				X	3
Allied Tax Service	Tax Accountant	1			X		5
Raczok Electric	Sub Contractor	6			X		1
Printers	Printer/Photographer	2			X		3
Fruitport Schools	Teacher	2			X		3
Rite Way Welding	Construction Foreman	2			X		3
L.C. O'Neal, CPA	Bookkeeper/Receptionist	5			X		
Gardner Denver	Artist	½				X	6
Neitring Sluka	Truck Driver	5				X	
Luth Electric	Crew Leader					X	1
Fidelity Bank	Credit Clerk	1			X		2
S.L. Schools	Teacher	1			X		4
Student	Medicine						
N.O. Community Hospital	Medical Technician	1½			X		1
Story & Clark	Receptionist	3			X		1
Smalls Mens Store	Office	2 mos.	X			X	5
Heckman's Rusk	Supervisor	5				X	1
Riverside Hospital	Mental Health Technician	1 mon.			X		6
-	-		X				2
G.H. Junior High	Para Professional	1				X	5
Home	Home			X			2
-	-			X			
-	-			X			1
Shore Haven	Nurse Aide	1				X	2
Portland Public Schools	Teacher	2				X	2
-	-			X			2
Security First Bank	Bookkeepper	5			X		1
City of Grand Haven	Recreation Supervisor	5					2
Dentist	Hygienist	2			X		1
-	-			X		X	5
Farm	Farmer	5			X		1
Meijers	Department Manager	2		X	X		1
Student	-		X				
G.M. Buitendorp	Draftsman	1			X		1
Eagle Ottawa	Paster	? mos.				X	1
Branch Schools (Coldwater)	Speech Therapist	1			X		
-	-			X		X	1
Ecco Consulting	Computer Programmar				X		1
G.H. Gasket	Factory	1 mon.		X		X	1

(55-11)

Present Employment	Working as a	Amount of years at present job	Looking for work Yes	Looking for work No	Will probably stay at this type of work Yes	Will probably stay at this type of work No	No. of Employers since high school
Peerless Novelty	Welder	3 mos.				X	3
Neitring Sluka	Heavy Equipment Operator					X	1
Grand Valley State College	Lab Assistant	2 mos.				X	2
Corps of Engineers	Clerk Typist	4½			X		3
Gilliland Transfer	Semi Driver	½			X		4
Lome Lind Univ. (Med. Center)	Physical Therapist	3			X		3
Meridian	Supervisor	3				X	
Lansing	Sub Teacher				?		4
Arthur Andersen & Co.	CPA	1			X		5
Gardner Denver	Secretary	5			X		
Dentist	Hygenist	3½			X		
-	-		X				14
-	-			X			2
Ermanco	Secretary	5½			X		1
G.H. Brass	Screw Machine Operator	3				X	1
Northgate Furniture	Assistant Service Man.	5				X	2
Herrud	Chemist/Cook/Manager	1 mon.					3
Oldbergs	Machine	5				X	
Dentist	Dental Hygienist	3			X		
Structural Concepts	Purchasing Manager	2				X	3
Construction Aggregates	Greaser & Relief Oper.	3½			X		1
Casemier's Pharmacy	Clerk	1 mon.				X	4
State Dept. Mental Health	Social Worker	1			X		2
Maintenance Company	Laborer	2½					2
Architectural Firm	Secretary	4 mos.			X		4
Douglas Aircraft Company	Aerospace Engineer	1				X	
Aetna Insurance	Claims Processor	2 mos.				X	4
-	-	1					2
-	-				X		
Burger Chef	Laborer	2				X	3
American Medical Assoc.	Program Assistant	½				X	4
Shore Haven	Social Worker	1½				X	5
Dodgesons Beuaty	Beauty Operator	2	X		X		3
J. Kistler and Associates	Instrument Man	1/3				?	1
Cooks	Manager	2½			X		
Challenge Machine	Machine Operator	5				X	3
Holiday Inn	Hostess/Bartender	1½				X	5
Associates Finance Co.	Manager/Office Worker	1			X		2
Bastian Blessing	Sheetmetal Journeyman				X		
G.H. Police	Dispatcher	1½			X		2

Present Employment	Working as a	Amount of years at present job	Looking for work Yes	Looking for work No	Will probably stay at this type of work Yes	Will probably stay at this type of work No	No. of Employers since high school
Chessie System	Mechanic	8 mos.		X		X	3
Ferguson Hospital	RN	½			X		2
Camshaft Specialties	Machine Repair	½		X		X	2
Norwegian Embassy (Tokyo)	Assistant Translator	1			X		
Diagnostic Clinic	Medical Secretary	½				X	4
Mr. Fables	Supervisor	4½				X	2
Foremost Insurance	Investment Accountant	2			X		2
Dentist	Dental Assistant	5			X		1
Meijers	Cashier	4			X		2
Camshaft Specialties	Factory	3				X	1
Hi Ram Incorporated	Factory	1½	X			X	2
G.H. Automotive	Counterman	2				X	3
Unemployed	-		X			X	3
Challenge Machine	Printers Assistant	1½			X		2
Hope College	Executive Secretary	4 mos.			X		2
Student	Law	1			X		0
Skirkit	Secretary	1½			X		2
Zondervan	Payroll/Ins. Clerk	1			X		2
Camshaft	Production Manager	1½				X	3
Douglas Air Craft	Aerospace Engineer	1½				X	
-	-	1½			X		1
C-Way Construction	Secretary	5			X		1
Home	Bookkeeper	2				X	3
Grand Valley State College	Lab Assistant	4					
Shore Haven	Nurse Aide	3½					2
G.H. Water Treatment	Lab Technician	2½			X		15
Plumbs	Cashier	9					
Board of Light & Power	Lineman	4½					2
Starr Machine	Welder	1				X	1
Skirkit Incorporated	Technician	2				X	1
Mason	Mason	1				X	2
Rekse Color	Paint Salesman	5			X		0
Challenge Stamping	Switchboard/Billing Clerk	2			X		2
Home	Home	4½			X		1
Muskegon Music Center	Music Instructor	1½			X		5
Kenoske Air Station	Air Traffic Controller	1			X		1
-	-		X		X		2
Self	Musician	10			X		
Unemployed	-	1	X			X	11
Green Acres Farm	O.C.R. Farm Research	3		X	X		4

Present Employment	Working as a	Amount of years at present job	Looking for work Yes	Looking for work No	Will probably stay at this type of work Yes	Will probably stay at this type of work No	No. of Employers since high school
Tony Betten Ford	Assistant Manager	1			X		2
Muskegon Federal Sav. & Loan	Teller	2				X	3
U.S. Air Force	Tec-Control (Elect.)	1		X		X	7
G.H. Pet Clinic	Vet. Assistant				X		2
-	-			X			1
G.H. Public Schools	Substitute Teacher	8 mos.				X	4
Unemployed	-						4
Breneman	Seal Press Operator	1 mon.	X				6
-	-			X			4
U.S. Army	Lifeguard	1				X	3
Plafkins Sparta Supply	Sales Manager	1					1
Great Day Foods	Meat Manager	6			X		1
Security First Bank	Teller	3 mos.			X		3
Gardner Denver	Cutter-Grinder	6					1
Steelcase	Computer Operator	8 mos.				X	6
Home	Mother/Wife	3			X		2
United Pacific Insurance	Underwriter	2			X		2
-	-			X			
J.C. Penney Co.	Clerk	4 mos.				X	2
Michigan State University	Teaching Assistant	1				X	1
21st Century Health Spa	Division Manager	8 mos.			X		2
Unemployed	-		X				3
Top Market Television	Sales Assistant	1			X		?
Ludington Concrete	Vice President	2½		X	X		
U.S. Navy	Experimental Diver	5				X	3
Copper & Brass Sales	Driver/Warehouse Manager	2			X		2
Michigan State University	Chemist	1			X		?
-	Child Care Worker	1½			X		1
AOA	Motorcycle Mechanic	2				X	1
Marion County Juvenile Court	Supervisor	1½				X	9
Plumb's	Clerk/Cashier	3				X	3
Mr. Fables	Cashier/Hostess	2			X		2
N.O. Community Hospital	LPN	8 mos.			X		4
Fricano's	Waitress	6				X	3
-	Substitute Teacher		X				3
Peel Brothers Truck Leasing	Supervisor	5½			X		3
Mona Shores Public Schools	Special Ed. Teacher	2			X		2
Star Machine	Press Operator	3	X		X		5
Muskegon General Hospital	RN	2			X		3
Forest View Psych. Hospital	Psychiatric Aide	1½				X	5

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Present Employment	Working as a	Amount of years at present job	Looking for work Yes	Looking for work No	Will probably stay at this type of work Yes	Will probably stay at this type of work No	No. of Employers since high school
Holiday Inn	Day Waitress				X		4
Cooks	Salesman	6+				X	0
Gardner Denver	Short Order Machinist	3		X		X	2
Unemployed	-		X				3
Bastian Blessing	Checker	6			X		0
Sydkraft, Kalmar	Secretary	2					
Waste Water Treatment Plant	Sewer Cleaner	1½				X	1
Electro-Media	System Supervisor	1 week			X		1
National Guard	Trainee	6 mos.	X			X	4
Wessels	Mechanic	3				X	4

High School Experience

1. In answer to question A on survey sheet - Do you feel that your education prepared you to get along socially with people?

   134 stated Yes
   61 stated No
   4 stated Somewhat
   4 Undecided

2. In answer to question B on survey sheet - Do you feel that your education was helpful as a background for your work?

   134 stated Yes
   73 stated No
   1 Undecided

3. In answer to question C on survey sheet - Did you make use of the counseling services of the high school?

   108 stated Yes
   95 stated No
   4 Unsure

4. In answer to question E on survey sheet - Overall are you satisfied with the education that you received in the Grand Haven School System?

   172 stated Yes
   31 stated No
   1 Undecided

5. In answer to question D on survey sheet - In what way do you feel the Guidance and Counseling Services might better serve the students?

   More skill classes. (2)

   Show more interest. (3)

   Deal more with students' parents to learn of home life.

   Too college oriented. (2)

   Get students to take advantage of services. (4)

   Don't tell students "They'll never make it in college" (based on aptitude).

   Show students <u>every</u> class in the field in which he is interested. (2)

   Help students find fulfillment in education - To make them well rounded Education is not necessarily the key to a job.

   Advise students on job markets for different occupations. Steer students into fields where jobs are plentiful.

   Treat everyone more as an equal.

   Be more realistic. Look at each student and his/her needs more carefully.

   See students more often (quarterly). Keep on them about continuing their education.

   Don't look at a student as a set of test scores but as a real person.

   Encourage students to find out what they <u>want</u> - not what they <u>think</u> they <u>have</u> to do.

   Make an effort to know as many students as possible. (3)

   Individual ideas as to what he wants to be, not what somebody thinks he has the aptitude for.

   Get someone in there who can understand <u>all</u> students.

   Have a counselor who has a genuine concern for the future of the youth.

   Give students a broader view, and discourage them from entering the Military, unless they are fully aware and realize what they are doing.

Have Military and other organizations recruit from school.

Individual counseling (1 to 1 basis).

Have people from different occupations talk with students.

Tell students of services and procedures when they enter high school. (2)

Closer coordination between counselors and admissions officer.

Better informed about financial help. (2)

Just be there. (3)

More counselors.

Do not stress college education. (4)

Encourage students into taking a few courses which would help them find a job if they didn't finish college.

Stress how important a high school education is.

Explain to them that the Guidance and Counseling Services can help them in many ways and not just those with problems.

More preparation for students that are not interested in a college education. (3)

Prepare the student for possible financial or marital problems in their life out of high school.

Give students tours to different job plants to broaden student's interests.

Put more emphasis on reading and composition for college-bound students.

Let students know about alternatives to hard-core, middle of the road education institutions. Let them learn a tool and follow it with a multi-varied education from practical as well as theoretical exploration.

More discipline. (2)

The people who are involved in trade schools, etc. are just as important as college-bound students.

More up to date and accurate vocational information. (2)

Suggest student pursue career early in life.

Help students corelate their interests to a profession. (2)

More thorough follow-up surveys.

Give students an idea of how many job openings there are in their field of interest.

Focus on current problems rather than a 5-year alumnus.

Put more stress on reality of making a useful living and less on a college education. (2)

Clearer view of college life and job opportunities.

Quite adequate now. (5)

Let students know the different types of formal education after high school, trade schools, and technical schools; college's different programs. (5)

Find more related subjects for a person to become a housewife or career person. A lot of my subjects seem now a little useless in my social and work life.

Explain the realisms of the living world. (3)

The counseling services may discourage students pursuing fields of interest which may later be of importance to them.

Make scholarship and grant information more accessible to the student.

Inform students on the supply and demand of certain fields.

Should try some type of interest tests and help more in suggestions on what to take or at least try.

Try to put the students on a more adult level.

Make co-op available to more students.

The balance of attention is directed to those students who needed it the least.

Encourage students to explore the alternatives to current plans and various sub-fields. (2)

There should be more information available on jobs that require only a few years of college or only a high school education.

They are fairly good now. (2)

There should have been an additional "how to study" seminar either at the junior or senior high level.

Don't pamper!; tell it to them the way it is.

Have more counselors.

Let students know what is available to them by going to the counseling office.

Allow time to change their field of study even though they are in their senior year and if they have enough credits to graduate.

I felt the services were a total waste of time.

They should show pros and cons for all possibilities instead of pushing college for all students.

Stricter discipline.

Used counseling services to get out of classes.

Counselors should know a person, his background, goals, etc. before they offer any advice.

Counsel everyone every three months during their study periods.

Go to the student; don't wait for him to come to you.

Give <u>every</u> student a better knowledge of what college is and how it can benefit them.

Get students thinking about a career as soon as they start high school.

Treat students kindly because they will treat people as you treat them.

Additional Comments:

Public education should be used to prepare the citizens for living in peaceful, happy, co-existence with other humans and nature.

My education stressed fitting into the money grubbing capitalistic economy mainly.

Emphasis was on grades, not advanced education.

Did not allow student expression as individuals.

All high school time was spent trying to get me out of school instead of helping find my real areas of interest.

More humanities courses are necessary.

Very few technical classes were offered, such as electronics, welding, etc.; much more of these are needed. (2)

Did not take school seriously; the instruction was adequate, but I did not take advantage of it.

If students could relate to teachers as adults, it would make their high school years more enjoyable.

The purpose of a high school education is not to prepare students to get along socially with people or at least it shouldn't be.

My education did not prepare me to get along socially with people from larger cities.

The system of class division by intelligence factors leads to an unequal education.

My education prepared me to get along socially except perhaps for racial problems that are encountered outside of towns like Grand Haven.

The educational level of in-coming freshmen in college has dropped considerably.

Students seem to have more control than the teachers so they get away with things.

Some teachers are more concerned about how much money they make rather than about the students' education.

Students have too much free time.

Things have changed for the worse since I graduated.

I was not satisfied with the education I received because to me it seemed as though the school system was more interested in making new buildings than building minds.

A stronger emphasis should be put on math if a student plans to go to any kind of school beyond high school.

I took the easiest classes to get by and have fun; but what's ironic is that I don't think I would have wanted it any other way.

Not enough time between classes.

The average student is lazy and apethetic and should be made to think about what he will do after graduation.

My education seems alright, but I have nothing to compare with.